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ABSTRACT

An overview is provided of the administration, operation, and outcomes of secondary and postsecondary vocational education in Hawaii. Introductory material discusses the Carl Perkins Vocational Education Act of 1984 and provides an overview of vocational education governance. A description of the administration of vocational education delineates the roles of the State Council on Vocational Education, the Vocational Education Coordinating Advisory Council, the Department of Education, and the University of Hawaii's Community Colleges. The next sections offer brief descriptions of other agencies providing vocational training (i.e., the Office of Employment Training Administration, the Division of Vocational Rehabilitation, and the Job Corps) and of agencies providing services to vocational education (i.e., the Western Curriculum Coordinating Center, Hawaii State Occupational Information Coordinating Committee, and Career Kokua). Following a listing of other federal legislation affecting vocational education in the state, the achievements of traditional vocational education programs in the state are highlighted, with focus on enrollment, placement, sex equity/stereotyping, professional personnel development, and involvement with the business community. The next sections provide discussions of the beneficiaries of vocational education, Hawaii's transitional economy, and the issues facing vocational and technical education. Finally, future directions are discussed. A chart showing program availability is appended. (EJV)

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vocational education UPDATE

STATE BOARD FOR VOCATIONAL EDUCATION

June 1985

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OFFICE OF THE STATE DIRECTOR FOR VOCATIONAL EDUCATION
UNIVERSITY OF HAWAII · 2327 Dole Street, Honolulu, Hawaii 96822

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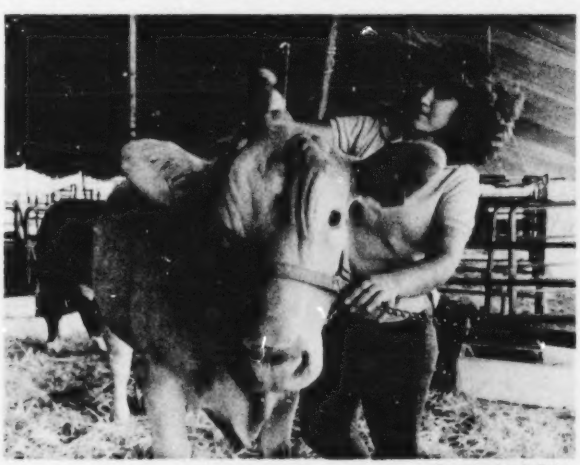
This report was prepared by Dr. William Broadbent in consultation with the State Director, Dr. Lawrence Inaba, and with the assistance of other OSDVE staff members and colleagues from other agencies involved with vocational education.

Vocational Education Hawaii Style

Vocational education, or technical education, may be described as an organized and systematic acquisition of knowledge, skills, and attitudes necessary to function effectively as a contributing member in a productive economic enterprise.

In Hawaii, the basic approacn has been to conceptualize this formal learning process in much the same way you might a multiple option offense in football. Just as there are many ways to advance the ball with a multiple offense, there are many ways to achieve your career goals in vocational education. The public high schools provide prevocational training, career exploration opportunities and job entry skills training in a number of areas including business and food service. More specialized occupational preparation is assigned to the community colleges and apprenticeship programs. The high schools make use of a "cluster approach" which enables students to acquire a broad base of fundamental skills for possible advanced occupational training. High school graduates of vocational programs may continue their education at a community college, four-year college, enter the military, or seek immediate employment. The emphasis is focused on satisfying the occupational goals of individuals while at the same time attempting to meet identified manpower needs of local communities and the State's economy.



Courtesy Star Bulletin

A high school agriculture student prepares her entry for judging.

Vocational programs supported at the postsecondary level are more consciously interfaced with the needs of the business community and the public sector. Related instruction for apprentices, courses for upgrading workers presently employed and remedial courses in basic academic skills are also offered by the community colleges in response to the demands of the employment market.

The Carl Perkins Vocational Education Act of 1984

Public Law 98-524 was signed into law on October 16, 1984, by President Reagan over the objections of the Office of Management and Budget which characterized the law as being administratively too cumbersome and too costly. It should be noted that the federal government has supported vocational education since the passage of the Smith-Hughes Act in 1917.

In the most recent legislation, the AVA had tended to favor the provisions of the House bill, but indicated a willingness to work in good faith within the parameters of the new legislation. As approved, H.R. 4164 reauthorized federal support for vocational education for 4 years. The new authorized appropriation level is $950 million. The bill essentially modifies the 1963 act and increases the social equity provisions of the 1976 amendments. Like PL 94-482, it is organized into 5 subparts or, technically speaking, titles.

Title I covers *Administration*, funding allotment and allocation, Indian programs, and state planning. The responsibilities of the required State Board, as described in Section III (a) (1) (A), are the " . . . coordination of the *development, submission,* and *implementation* of the state plan and the *evaluation* of the program services and activities assisted under this Act. . ." A 3-year plan is called for initially, and the planning is to be conducted in conjunction with the Job Training Partnership Act program. A State Council is also provided. A substantial grant is authorized for "native Hawaiians." The native Hawaiians provision is to be administered by Alu Like with technical assistance from Kamehameha Schools.

Title II covers the *Basic State Grant.* It is the heart of the new legislation. It is divided into two parts. Part A, which involves 57 percent of the funding, is set-aside for "special populations." These populations, as described in Section 201 (b), are:

1. handicapped individuals (10%);
2. disadvantaged individuals (22%);
3. adults who are in need of training and retraining (12%);
4. individuals who are single parents and homemakers (8.5%);
5. individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education (3.5%); and
6. criminal offenders who are serving in a correctional institution (1%)

The funds targeted for the disadvantaged and handicapped can only be used for supplemental activities *not provided to others* and for expenditures in *separate programs* only in *excess of per pupil costs.*

Part B, which involves 43 percent of the funding, is to be used for "program improvement" and expansion. In Section 251 (a) (1) particular emphasis is placed on high technology. Emphasis is also directed at the development of new programs and intensified training efforts in economically depressed areas.

Title III addresses *Special Programs* and represents a kind of potpourri of activities. It provides separate authorizations for consumer and homemaking education, adult training and retraining, community-based organizations, high technology, and career guidance and counseling.

It would appear that, as of this writing, no funds will be allocated under this title. It is thought that consumer and homemaking will be the most likely recipient of support if any provision of this title are funded. Title V covers *General Provisions* such as matching provisions and definitions. Curiously, there are no local advisory council or state research coordinating unit provisions under the new bill. However, great latitude is allowed in the area of program improvement. There are 24 different program areas in which money can be legitimately spent under this subpart.

Governance of Vocational Education

In 1967 the State legislature, in response to various expressions of concern over vocational education in Hawaii, adopted Senate Concurrent Resolution No. 43 which called for the development of a comprehensive State Master Plan for Vocational Education by the Board of Education and the Board of Regents in consultation with the State Commission on Manpower and Full Employment.

The final document, entitled, *A State Master Plan for Vocational Education*, was published in February,

Courtesy Department of Education

Students in building construction hold annual competitions.

1968, and provided the basis for the restructuring and strengthening of vocational education in Hawaii. The plan recommended that the University of Hawaii's Board of Regents be designated the State Board for Vocational Education, replacing the State Board of Education which had formerly been responsible for this function. This action was an attempt to emphasize the role of postsecondary institutions in training persons for specialized vocational education in the State. The Legislature adopted this recommendation through Act 71, Session Laws of Hawaii, 1968 (Chapter 305A, Hawaii Revised Statutes). To assist the State Board and to ensure coordination and articulation by major responsible agencies, the new law also established a tripartite Vocational Education Coordinating Advisory Council.

The structure which was established pursuant to the State Master Plan was later modified in response to Public Law 90-576, the Vocational Education Amendments of 1968, which required the establishment of a separate State Advisory Council on Vocational Education. The Governor established such a council in May, 1969, to meet this federal requirement. In the following year the State Legislature, by Act 170, Session Laws of Hawaii 1970, restructured the State Commission on Manpower and Full Employment so that it would satisfy the federal requirements as the State Advisory Council on Vocational Education. Federal law PL 98-524 later reduced the membership to 13 and specified that a majority of the membership come from the business community.

While State law places the emphasis on postsecondary instruction the apparent intent of federal law is to emphasize training at the secondary level. The Office of the State Director monitors programs at both levels to ensure that the purposes of legislation dealing with vocational education are carried out. While the emphasis of federal and state laws vary they are not technically inconsistent.

The Administration of Vocational Education in Hawaii

Approximately 15 percent of the operating funds for vocational education come from the Federal Government. To qualify for the federal allotment, the State of Hawaii is required to establish a State Board for Vocational Education and a State Council on Vocational Education. It is also required to provide periodic documents, reports, and assurances that programs are being planned, implemented, and evaluated. The organizational structure for vocational education and other federal requirements are explained in this section.

The block diagram on page six provides a quick overview and shows the complex relationships among the boards, councils, and offices. As previously mentioned, the University of Hawaii Board of Regents, through State law, has been designated as the State Board for Vocational Education. Hawaii is the only state where the Regents of the State university exercise this power. The primary power and authority of the State Board include (1) doing all things necessary to receive federal funds, (2) distributing and accounting for the use of these funds, and (3) carrying out the spirit, purposes, and provisions of the federal vocational education Act.

The State Board has two advisory councils. As previously mentioned, the State Council on Vocational Education (SCOVE) has been established as a result of the federal mandate, while the Vocational Education Coordinating Advisory Council (VECAC) emerged earlier from a State statute in 1968.

State Council on Vocational Education (SCOVE)

The State Council on Vocational Education is a 13-member body appointed by the Governor or State Board of Education. Its basic function is to advise the State Board for Vocational Education on vocational education issues. The members are broadly representative of citizens and groups within the State having an interest in vocational education, including business and industry, labor, special education, and secondary and postsecondary vocational institutions. The Council offers advice on the development of State plans for vocational education and the establishment of program evaluation criteria to be used by the State Board. It also evaluates the relative merits of the alternative vocational education *delivery systems* available to the State. The other areas in which it is concerned include business and labor/vocational education collaboration; interagency coordination; and community and public relations.

Vocational Education Coordinating Advisory Council (VECAC)

The SCOVE and VECAC have very different functions. While the former plays essentially an advocacy role, the latter represents a mechanism for consensus building on matters of policy and the resolution of problems. Three of its members are Regents of the University of Hawaii, three from the State Manpower Commission, and three from the State Department of Education. The President of the University and the Superintendent of Schools serve as the ex officio members. All major agencies charged with the responsibility for traditional education are represented. The Executive Secretary of the VECAC is the State Director for Vocational Education. He and his office provide staff support to the group. Their deliberations and efforts greatly facilitate the work of the State Board for Vocational Education.

Operational Considerations

The entire tenor and structure of vocational education is influenced by the federal law; and the State Board for Vocational Education and its staff, which is the Office of the State Director for Vocational Education, are responsible for keeping the State in compliance with the numerous and sometimes complex provisions of the Carl Perkins Vocational Education Act PL 98-524. While the State greatly exceeds the Federal Government in the support of vocational education in Hawaii, this matching effort is influenced by the provisions governing the federal share. In 1984, the State Government spent about $17 million to support occupational programs and services in the State, and the Federal Government supplemented this effort with about $2.8 million.

The funds are expended in a manner consistent with the priorities established in the Multi-Year State Plan for Vocational Education. This Plan is developed by the staff of the State Board for Vocational Education with the assistance of representatives from various other agencies and groups involved in vocational education. Once the State Plan draft is completed, public hearings are held in each of the counties. The State Plan is used as a referent in the development of a federally-mandated Annual Accountability Report and, a soon to be required, Report of Progress to Date. The latter report will replace the former.

Staff photo

A co-ed completes her third year in automotive technology.

Administration of the State Plan is overseen by the Office of the State Director for Vocational Education, which is staff to the State Board. The President of the University of Hawaii provides supervision and the necessary administrative liaison between the policy body and the staff.

The implementation of the State plan programs and activities is carried out by the two operating agencies. In Hawaii, these agencies are the State Department of Education and the University of Hawaii Community Colleges. Vocational programs are offered in all 39 high schools and at all of the 7 community colleges.

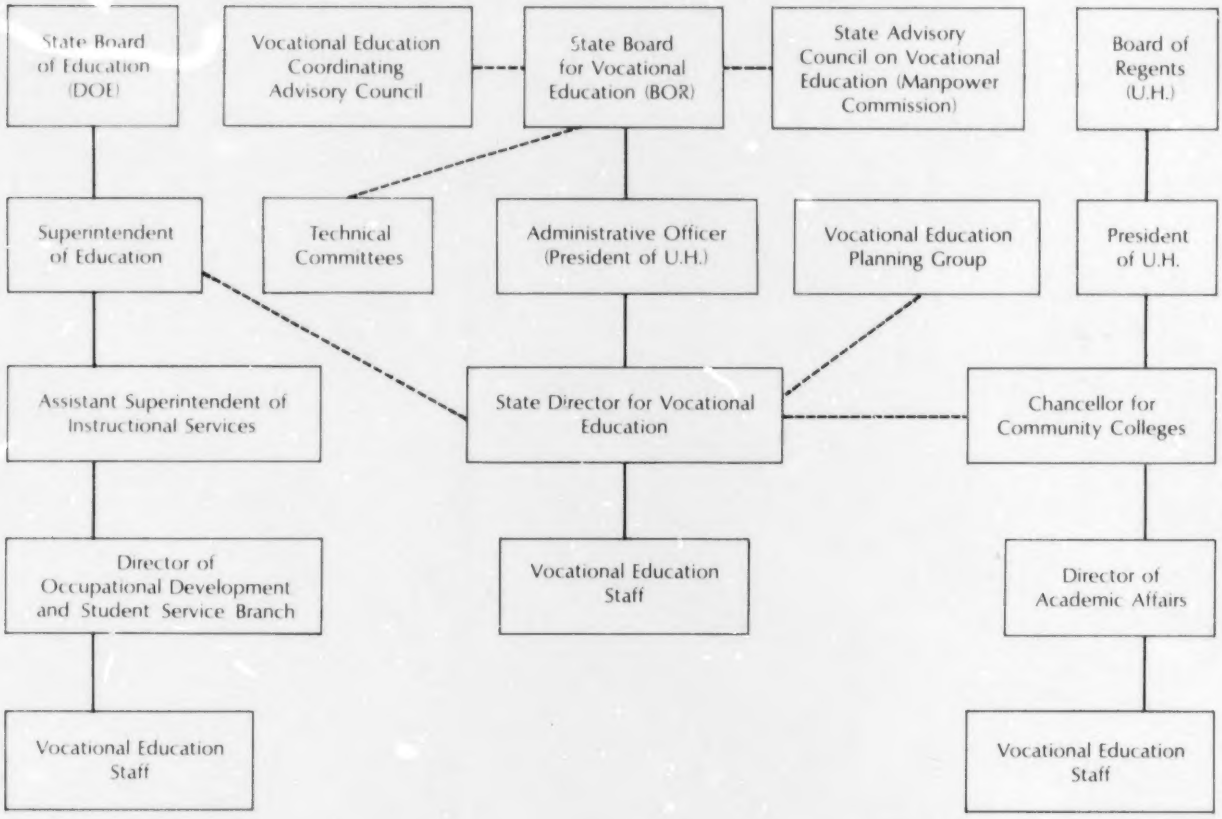
Department of Education

The Department of Education organizes its programs around three basic curricula: Pre-Industrial Preparation, Introduction to Vocations, and Occupational Skills.

The Pre-Industrial Preparation program is designed for students with the fundamental ability to learn but who, for one reason or another, are underachieving and/or inadequately motivated. The program is specifically designed to meet the needs of the academically disadvantaged. These students are frequently economically disadvantaged as well. However, data on the economic situation of the student and/or his or her family are understandably sensitive and difficult to obtain. This may pose a significant problem under the new legislation given the expressed priorities in the law.

Students who qualify and are assigned to the program are given an intensive exposure to a technical/-

Organization Chart of Vocational Education in Hawaii


State Board of Education (DOE)
Vocational Education Coordinating Advisory Council
State Board for Vocational Education (BOR)
State Advisory Council on Vocational Education (Manpower Commission)
Board of Regents (U.H.)
Superintendent of Education
Technical Committees
Administrative Officer (President of U.H.)
Vocational Education Planning Group
President of U.H.
Assistant Superintendent of Instructional Services
State Director for Vocational Education
Chancellor for Community Colleges
Director of Occupational Development and Student Service Branch
Vocational Education Staff
Director of Academic Affairs
Vocational Education Staff
Vocational Education Staff

occupational skill for which they show an interest and promise. Most are concurrently enrolled in special courses in language arts and math/science which are designed to complement the vocational courses. For instance, if a student's techical specialization is food service, his or her language arts course stresses the vocabulary necessary to successfully function in that occupation. In a similar manner, her or his mathematics course might emphasize measurement techniques required to meet patron demand. The emphasis is and has been on the acquistion of basic skills having relevance for the students' occupational goal. If the student has mastered course work which is at a higher level than that provided in the correlated language arts and/or math/science offerings, he or she is excused from this related instruction.

The emphasis of the Introduction to Vocations Program is directed at pre-occupational training, career exploration, and the mastery of technical skills. This program is designed to appeal to students

with a normal range of abilities, interests, and aptitudes. Most classes represent something resembling a normal curve in the distribution of innate intelligence, attitude, and psychomotor ability. Some students develop competency levels which are sufficient for immediate job entry on graduation. Others acquire the basic knowledge to facilitate a postsecondary educational experience in the area of the particular occupational skill to which they have been exposed. Still others learn that they are not particularly well suited to a given skill area which they may have felt was appropriate before being actually exposed to that particular work environment. The experience allows them to make a more realistic and satisfying career decision. They are encouraged to try another skill training option if their initial experience is unsuccessful or unsatisfying. This saves the student valuable time and avoids frustrating a future employer.

One of the most interesting programs is that described as Occupational Skills. It is designed primarily for those with substantial to severe learning disabilities. Often students suffer from physical disabilities as well. Students are taught basic survival and occupational skills. They are usually given the opportunity to work in an acutal work setting which has been determined to be compatible with their intellectual and physical capabilities. On graduation a substantial number find employment and begin to generate tax revenue instead of becoming dependent on public resources. Some of these students do not achieve a high school diploma but successfully complete a Certificate of Completion.

University of Hawaii, Community Colleges

There are over 70 vocational program offerings in the community colleges operated as part of the University of Hawaii. Related instruction for apprentices and courses for upgrading the skills of those working in the field are also provided at many of these campuses.

There are two basic types of "regular" programs. Associate of Science degree programs usually require two years of study and completion of approximately 60 units of course work. In some cases, specific sequences taken in a cumulative fashion may be prescribed. Diagnostic testing often reveals the need for remedial work in basic skills or English language proficiency before entry into a given program. As a consequence, for some students, three years of attendance may be required to complete the program of their choice.

The Certificate of Achievement programs usually involve only one year of work and completion of about 30 units of work. Less attention is directed at complementary course work in the general education area. Mastery of a specific skill is the basic objective.

There are also Certificate of Completion programs which may require successful completion of between three to twenty-four units depending on the nature and intended purpose of the program. This approach is usually prescribed for people attending classes as part of an in-service training experience. Employers on occasion make specific requests for a particular course or instructional sequence designed to meet the perceived skill needs of their employees.

All vocational offerings involve classroom work where conceptual understanding of the subject matter is stressed and also require some type of laboratory exercise where mastery of "hands-on" applications is emphasized.

Disadvantaged students are served through developmental courses in language arts and mathematics. Handicapped receive special attention through counseling and tutorial services. Those with limited English-speaking ability are counseled into special English language classes. Displaced homemakers receive appropriate counseling and the assistance of student helpers.

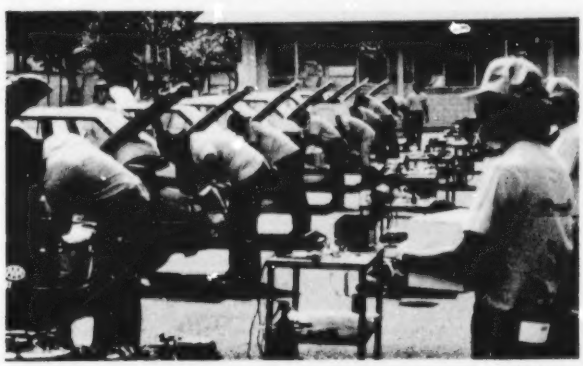
Refer to the Appendix for a listing of program availability.

Other Agencies Providing Vocational Training

Office of Employment Training Administration (OETA)

This office supervises the administration of the Job Training Partnership Act (JTPA). It is the most recent of the Department of Labor educational programs designed to provide short-term job training for youth and adults.

Two kinds of county agencies are responsible for the local administration. These are the Service Delivery Area (SDA) agencies and the Private Industry Councils (PICs). These efforts are coordinated by the Job Training Coordinating Council for which the OEP provides the staff support. The federal law which is named the Wagner-Peyser Act is the successor to the Manpower Training Act and the Comprehensive Employment Training Act.



Staff photo

The Plymouth-AAA sponsored trouble shooter contest comes down to ten finalists.

In the State Plan prepared by the OEP, the administration of the Act is described. The following is a brief summary of the information contained therein.

Title II-A, Adult and Youth Programs

Seventy-eight percent of the Title II-A, Adult and Youth Programs of the State allotment are allocated to the service delivery areas (SDAs) to implement as Title II-A, Adult and Youth Programs.

Title I, Part B, Section 123 - State Education Coordination and Grants

Eight percent of the State allotment is used to provide education and training, including vocational education services and related services, to participants under Title II.

Title I, Part B, Section 124 - Training Programs for Older Individuals

Three percent of the State allotment is distributed to SDAs according to the relative number of economically disadvantaged older individuals (age 55 and older) in each SDA as compared to the total number of economically disadvantaged older individuals (age 55 and older) in all service delivery areas in the State.

Incentive Grant

Six percent of the State's allotment has been set aside for technical assistance by the State and by the SDAs and for awards relating to service towards target groups and innovative projects.

Governor's Administrative Funds

Five percent of the State's allotment is set aside for the Governor's administrative costs.

Title II, Part B - Summer Youth Employment and Training Program

Funds allocated for this program are distributed to the SDAs using the same formula utilized to distribute the Title II-A funds.

Title III, Employment and Training Assistance for Dislocated Workers

Funds allocated for this program are distributed as to long-term unemployed and areas of high unemployment.

Division of Vocational Rehabilitation (DVR)

This division addresses the needs of the severely disabled. The definition of this target population is not as adequately defined as all parties would like.

The DVR program began in the early twenties. It was primarily designed to meet the needs of World War I disabled veterans. The program received a more comprehensive mandate in the 1930s. In Hawaii, the program is administered by the Department of Social Services and Housing (DSSH).

There are three basic program efforts: vocational rehabilitation, assistance to the blind, and the disability determination branch. Referrals for those individuals judged to be eligible recipients of vocational rehabilitation come from school counselors, friends, mental health clinics and hospitals. All individuals who are referred are given diagnostic testing. This testing involves career preferences, skill levels, and attitudinal profiles. A file is developed on each individual and the contents of this record may contain data from physicians, psychometrists, and vocational educators. Strenuous efforts are made to place participants in employment. A follow-up program is utilized to determine the success of a participating individual for a minimum of 60 days.

Between 500 and 600 individuals are provided services each year. The DVR works closely with all agencies to avoid duplication of effort and continuity in career training. The basis for funding this program is the Rehabilitation Act of 1973, PL 94-112.

Job Corps

This program serves about 255 to 265 disadvantaged students. There are two training sites — one near Hanauma Bay and the other in Hilo. About 100 of the students are from Micronesia and other Pacific Basin areas. Students live at the site where instruction takes place and often receive benefits from other social service agencies as well. Almost all graduates are placed in employment.

Many of the students learn of the program from friends or relatives. Others are influenced to join by the highly successful advertising campaign that features posters placed in buses and television commercials provided by a prominent local entertainer. There are also referrals by the public schools, Career Kokua, and the courts.

Programs are offered in a broad variety of subjects.

The program was initiated in 1973, under the auspices of PL 93-203. The program represents alternative educational options for students with special difficulties.

Other Agencies Providing Services to Vocational Education

Western Curriculum Coordinating Center (WCCC)

The principal function of the WCCC, although it has many, is to provide a clearinghouse for vocational curriculum materials and other relevant documents and media to vocational educators in Hawaii, the Western States, and the Pacific Basin. It also sponsors relevant conferences and seminars. The location of this clearinghouse in Hawaii provides local educators with some real advantages.

Hawaii State Occupational Information Coordinating Committee (HSOICC)

The HSOICC is a coordination and liaison body responsible for developing the Hawaii occupational information system. It was formed in 1977 as a result of the Vocational Education Amendments of 1976 (subsequently strengthened by Act 193, HRS, 1983). As a result of HSOICC's efforts, the Hawaii Career Information Delivery System (Career Kokua) was started in 1980 to deliver computer-based career information to young people and adults. More recently, HSOICC has implemented a microcomputer-based supply/demand information system which is designed to deliver reports to educational and employment training planners.

Career Kokua

The Hawaii Career Information Delivery System, more frequently referred to as *Career Kokua*, is delivering career information to over 100 sites across Hawaii through printing computer terminals and manual cardsort systems. Over 90 percent of the occupations in the Hawaii labor force are described with detailed, up-to-date, and complete occupational and educational information. Administered by the DLIR, Career Kokua is available in every public high school, college, and university as well as social agencies and several private schools. The OSDVE is an active member on the HCIDS management board (HSOICC).

Other Federal Legislation Having a Bearing on Vocational Education

- The Education of the Handicapped Amendments of 1974 include "mainstreaming" and "least restrictive alternative" requirements for public institutions.
- The Education for All Handicapped Children Act of 1975, PL 94-142 requires the preparation of an Individual Education Programs (IEP) for each handicapped student in both general and vocational programs.
- The Civil Rights Act of 1964, Title VI prohibits discrimination on the basis of race, color, and national origin.
- The Educational Amendments of 1972, Title IX, prohibit discrimination on the basis of sex.
- The Rehabilitation Act of 1973, Section 504, prohibits discrimination on the basis of handicap.
- The Office for Civil Rights Guidelines require the State Board for Vocational Education staff to review State policies and procedures, review programs and activities, administer the civil rights compliance program relative to recipients and subrecipients, provide technical assistance, and write the annual report.

The Record of Traditional Vocational Education in Hawaii

Sustained Enrollment

Not unlike many other states, the enrollment at many high schools and colleges has leveled off during the last decade. Increased emphasis on general education requirements has made it difficult for students to enroll in the vocational-technical electives. Despite these developments vocational programs have held their own in most high schools and in some institutions the enrollments have increased. Programs associated with data processing and computer operations have proved particularly popular in the last few years.

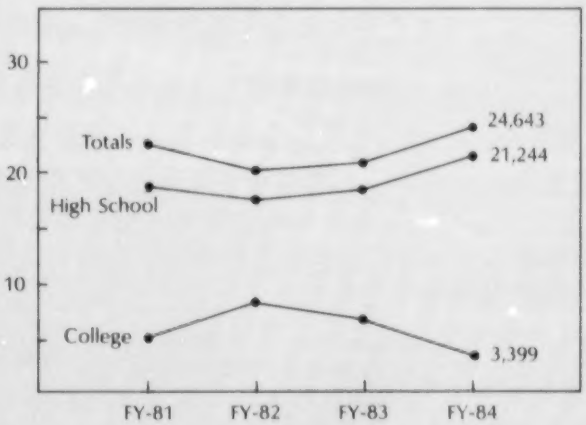
Courtesy University of Hawaii

Food service training provides a valuable resource for the hospitality industry.

Efforts at the postsecondary level have evidently met the demand at last in the medical services support areas. The labor requirements of the large food service industry in the State are also generally being met.

Many programs are difficult to assess in terms of employment demand and supply. In Hawaii many persons find it necessary to obtain a second, part-time job to meet the high cost of living. For instance, there are many people who supplement their incomes by maintaining a family farm, part-time. The sustained heavy enrollment in agriculture, while appearing to exceed the Department of Labor's demand projections, may not reflect this type of legitimate "cottage" industry. (Refer to Table I for a summary of enrollment trends.)

TABLE I **Actual Number Served**



Program Retention and Completion

Many states have high rates of drop-out from secondary programs. We are happy to report that the State of Hawaii is not one of them. Due to innovative instructional approaches such as the Pre-Industrial Training Program, alternative high

schools, and the strict enforcement of compulsory attendance laws, retention of students has been greatly increased. However, there is a good deal of reason, derived from OSDVE school visitations, to believe that the primary factor is student interest in program content.

The drop out rate is estimated to be less than 1 percent. The program completion rate of high school students in vocational programs is 93.5 percent (refer to Table II). The program completion rate for students enrolled in vocational education programs in the community college is difficult to discern or interpret.

TABLE II **Number and Percentage of Secondary School Students Completing a Prescribed Vocational Education Curriculum**

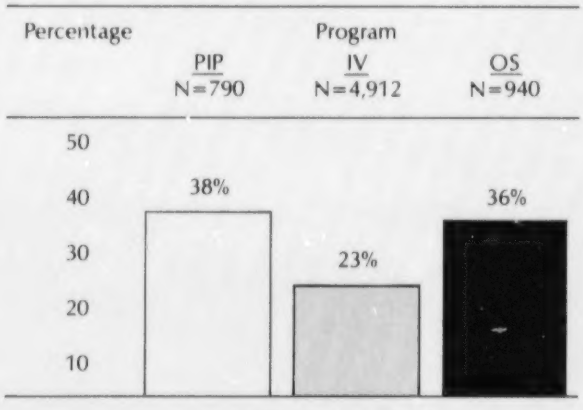
Grade 12 Vocational Enrollment	Program Completion N	%
21,249	19,876	93.5

Placement

Placement is considered another relevant criterion for judging the effectiveness of some programs. This is particularly true where the exit expectation is employment and not additional training. In the academic year 1983-84, the most recent for which these data are available, about 26 percent of the graduates of high school vocational education programs found jobs. (Refer to Table III.)* Only 65 of the program completers were unemployed and looking for work.

* These data are more complete than those available at the time the Annual Accountability Report was prepared. More successful placements have been identified since that Report was prepared.

TABLE III **Percent of Secondary Students Obtaining Employment on Graduation**



Participation in Relevant Extra-Curricular Activities

Another positive outcome involves participation in vocational interest clubs. During the academic year 1983-84, 1,321 students participated in high school vocational clubs and organizations. DECA had an enrollment of 262, FFA 653, and FHA 406.

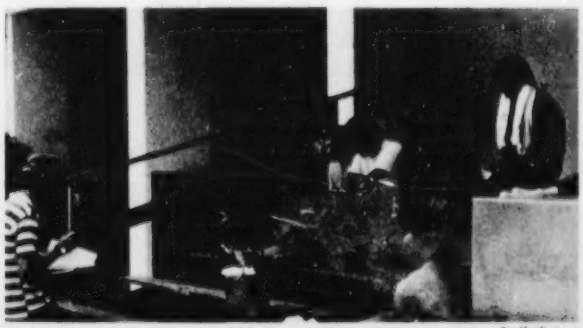
Employer Satisfaction

"Satisfaction" is a recurrent theme associated with the evaluation of public services. We hope taxpayers are satisfied with the services the community receives for their monetary sacrifice, that students are satisfied with instruction they receive and the resultant work life-style they ascend to, and that employers are satisfied with the products we produce as manifest in the on-the-job performance of recent graduates.

The last consideration is, perhaps, the most important and, fortunately, the easiest to measure. This involves employer satisfaction. The evaluation staff of the State Board for Vocational Education has looked

into the matter of employer satisfaction in each of the last seven years. In 1984, 50 large employers were interviewed in depth regarding their satisfaction with the job that the public schools and colleges are doing in providing vocational preparation. Their general reactions were, on the whole, quite positive. While they were somewhat critical of some aspects of basic academic skills instruction, the great majority gave the public institutions high marks in the area of vocational preparation and occupational training.

Employers were asked if former students who had enrolled in a vocational education program made better employees than those who had no such training. For those hired with only a high school degree, 84 percent of the employers replied in the affirmative (refer to Table IV). They expressed the view, sometimes emphatically, that vocational education graduates as opposed to those with an equivalent number of years of schooling that was limited to general education subjects, were superior employees.



Staff photo

The Recreation Instructor Program provides generic preparation for a number of fields.

Employers hiring applicants with a community college background agreed. Eighty-six percent of the firms felt that a vocational education background provided a superior, and sometimes mandatory preparation for the skilled occupational areas for which they were hiring (refer to Table V).

Table IV **Employers of High School Graduates Who Prefer Voc-Ed Background in Preparation**

Response Option	Frequency
No basis for comparison	0
Voc-ed students ***better prepared***	84
Voc-ed students ***no better prepared***	12
Voc-ed students ***less prepared***	0
No opinion	4
Total 50	

Table V **Employers of Community College Graduates Who Prefer Voc-Ed Background in Preparation**

Response Option	Percentage of Total Response
No basis for comparison	0
Voc-ed students ***better prepared***	86
Voc-ed students ***no better prepared***	10
Voc-ed students ***less prepared***	0
Non-applicable	0
No opinion	4
Total 50	

Two-thirds of the employers canvassed in 1984, also expressed their view that the public community colleges were doing a "good" job in preparing people for employment (refer to Table VI).

And finally, over three-fourths of the employer representatives felt vocational education training made for better employees (refer to Table VII). These findings essentially replicate and corroborate earlier positive results observed in surveys conducted during the previous six years. The results vary by size and the nature of the economic enterprise pursued by the firm, but the aggregate results tend to be persistent.

Those wishing to examine the study, which covers a myriad of concerns, may wish to consult Appendix A of the 1985 *Annual Accountability Report.*

Table VI **Adequacy of Employment Preparation Undertaken by the Community Colleges**

Community Colleges are Doing:	Percentage of Total Response
A good job	66
A fair job	24
A poor job	2
No opinion	0
Total 50	

Table VII **Are Voc-Ed Trained Employees Better Prepared for the World of Work**

Response	Percentage of Total Response
Yes	76
No	20
No opinion	4
Total 50	

Sex Equity/Sex Stereotyping

Although the impetus to provide equal vocational training opportunities to both females and males comes from a federal mandate, vocational educators have been quick to acknowledge this challenge. In the last few years they have actively worked to overcome the influences of overt and covert sex bias, stereotyping, and discrimination.

A variety of projects to achieve sex equity opportunities in training and employment have been implemented at both the secondary and postsecondary levels. Objectives achieved through the projects include developing a profile of sex inequities in vocational programs; compiling a directory of nontraditional workers who are willing to serve as

Courtesy Hawaii Community College/ECO

Secretarial science is one of the most heavily requested programs in Hawaii.

resource persons and role models; developing and implementing a course in assertiveness training in career selection; initiating outreach workshops to provide hands-on experience to participants wishing to gain a better understanding of non-traditional training opportunities; printing brochures to encourage women and men to enroll in occupational training programs traditionally dominated by one sex; analyzing course descriptions and curriculum materials for sex bias; and providing in-service awareness training.

While the results of many of these efforts can be only subjectively evaluated at this juncture and are therefore difficult to report, enrollment changes are changing, albeit at a glacial pace, but attitudes are being modified much more rapidly. The idea precedes the deed.

Professional Personnel Development

Hawaii, through its Multi-Year State Plan and annual Local Education Agency proposals, is committed to providing relevant and timely in-service training designed to meet the special needs of the Department of Education and the community colleges. The purpose is to continuously improve the quality and relevance of instruction, supervision, and/or administration of vocational education statewide and at all levels.

Vocational teacher educators from the University of Hawaii's College of Education and consultants are used to provide in-service training activities for the Department of Education and community college administrators, counselors, guidance staff instructors, and others. The occasional use of visiting professors by the College of Education ensures that any tendency towards insularity will be minimized.

Involvement with the Business Community

The public sector agencies charged with the administration and implementation of vocational and technical education have made determined and systematic efforts to maintain continuous liaison with the business community. The Office of the State Director conducts extensive interviews with between 40 and 50 employers each year. These interviews take as long as three hours, and there is a good deal of two-way communication. The results of this interaction are shared with the professional community and lay community through the *Annual Accountability Report.*

Each school and each college is urged to have an advisory council. The councils or committees provide information on the recent developments in their particular field, offer suggestions on curriculum and instruction, provide speakers, and offer placement assistance. The State Director's Office is in the process of developing state-wide technical committees that will provide advice on policy matters and curriculum.

Schools and colleges conduct needs assessments from time to time. One which produced particularly good results was done in the high technology area of electronics.

The comprehensive program plan represented the cooperative efforts of personnel from labor and industry, the community colleges, and the Department of Education. The input from representatives of labor and industry has proved to be invaluable in adding an extra dimension to the total currriculum development effort by the Superintendent of Education.

Those Who Benefit from Vocational Education

There are many misconceptions about vocational education. Many perceive of it as a series of programs primarily designed to train young men for what are predominantly believed to be blue collar jobs. In reality, the picture is quite different. At the secondary level in Hawaii, nearly two-thirds of those enrolled are female in gender. The great majority are enrolled in programs that lead to white collar jobs in areas like business and data processing.

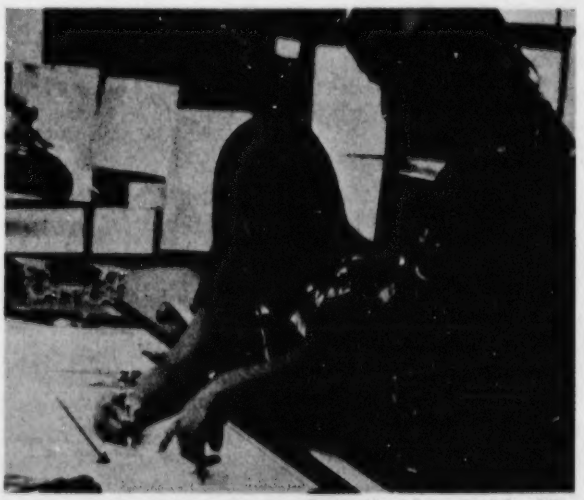
The average age of community college students is about 26. Those enrolled range in age from the late teens to middle age and beyond. Many hold recently obtained high school diplomas, while others hold bachelor degrees. Those with university degrees often find they need specific skills training to find well-paying jobs.

Some participants graduated at the top of their class. Indeed a recent valedictorian from a neighbor island school was a business education major. Others earned high school equivalency diplomas through adult basic education classes. For some students, vocational education is seen as being requisite for initial job entry at something above the minimum wage level. For others it represents a retraining or upgrading.

Many participants have families and hold full-time jobs. Most of those enrolled in community college programs hold at least part-time employment. Others are single heads of households.

Some are recent immigrants and have difficulty speaking English. Others are handicapped or economically and/or academically disadvantaged. There are persons who are attending who have worked many years, but due to automation or changing labor market conditions have lost their jobs and must retrain in another more lucrative field. Some have decided to seek a different career where the work life-style is more in keeping with their personal preferences. After all, who wants to spend all of life's tomorrows doing something he or she does not like.

Others are incarcerated. They seek to obtain skills which will ensure their employability in a legitimate field of endeavor. Such training will go a long way to reducing recidivism and reducing fixed social costs to society that are involved in prolonged imprisonment. There is also the personal anguish of individuals and families to consider that accompanies living life on the wrong side of the line.



Courtesy Hawaii Community College/EGO

Drafting supports the construction industry.

Vocational education seeks to avoid any stereotype whether it involves the sex of the participant or any other predetermined occupational profile regarding the nature of work and life-style of a particular job. Vocational education is for everyone who decides to take this path to economic well-being and personal satisfaction.

Hawaii's Economy in Transition

Until the late '50s, the economy of Hawaii was largely dominated by the plantations. The cultivation of sugar and pineapple not only was the dominant aspect of the economic system but had a profound influence on the social and political life of the islands as well. Late in the '50s, two factors were introduced which had a major influence on the islands' future development. First sugar and pineapple became less profitable. Rising labor costs and increased cultivation of those crops by third world countries eroded the dominant role of these industries. The advent of jet airliners was also responsible for the transformation of Hawaii's economy. The long trip by propeller-driven airliner or the even longer 5-day passage by ship became unnecessary. A tourist traveling by jet could have a cocktail, eat lunch, see a movie and be in Hawaii in less than five hours. Hawaii became convenient. It also became affordable. Developers quickly sprinkled Waikiki with numerous pleasant but inexpensive hotel accommodations. Hawaii ceased to be a visitor destination primarily for the wealthy. It suddenly became a reasonable vacation destination for the middle class. Tourism soon surpassed agriculture as the State's number one industry. The natural beauty of the islands and the prevailing charm of her people became Hawaii's chief economic asset.

Defense was and continues to be a cornerstone of the economy. There has been a good deal of talk about force reductions at Pearl Harbor. However, it should be noted that the labor force at this facility is larger at present than at the time of the Korean and Viet Nam wars. At the present time, about 40 ships call Honolulu their home port. It is also a major training and staging area for the marines. The air force has headquarters and administrative offices located here as well as several major strategic bases. The army is also well represented. It is anticipated that defense will continue to be a major factor in Hawaii's economy for the foreseeable future.

Various state task forces as well as the chief economists of the two largest banks in the State have called for a more diversified economy and a more supportive business climate. Attempts at macadamia nut farming and the export of tropical fruit and flowers have been made. These efforts along with aquaculture have had little effect on the economy to date. Some have called for the development of "high value/low weight" electronic manufacturing. While Intelect Inc. has been quite successful in marketing, communications and navigation systems for airports, such firms do not employ large numbers of workers.

However, one of the factors that firms reportedly say they look for in determining the site location for their new enterprises, is a trained work force. Hawaii needs to identify areas for selective economic development and solicit outside investment. In doing so, it must assure potential investors that a trained and adaptable work force exists. The way this can best be done is through vocational education.

Issues Facing Vocational and Technical Education

There has been a great deal of discussion about academic standards in this country recently. The document entitled, *A Nation At Risk* is perhaps the most representative. It was prepared by the Commission on Excellence in Education. The authors found the standards of performance in our schools alarmingly low. They called for a revitalization and a return to basics. "Basics," as implicitly defined in the report, consist of standard liberal arts curricula provided through traditional delivery systems. Many school systems have been influenced by this and other such publications exhorting the educational community to increase requirements in basic literacy and relegate other subjects such as foreign languages and vocational courses to the status of electives to be taken only if they can be easily accommodated in a student's schedule.

Data collected by several organizations have indicated that these efforts have been successful in altering student registration patterns and reducing vocational offerings to fewer students. Those who continue to enroll are often compelled to take such course work at inconvenient times.

Others have argued that intelligence manifests itself in many ways and that people can learn basic and other types of skills using various modes. Vocational education for some people may just be the most appropriate way to learn skills for living as well as obtain mastery of basic subjects.

There is some data and learned opinion to support this second position. The authors of *The Unfinished Agenda* published by the National Commission on Secondary Vocational Education generally support the idea that more "academics" is not necessarily the best preparation for life for all people. This commission sponsored by the National Center for Research in Vocational Education at Ohio State University reminded the educational public that vocational education is concerned with the development of five areas:

(1) personal skills and attitudes, (2) communication and computational skills and literacy, (3) employment skills, (4) broad and specific occupational skills and knowledge, and (5) foundations for career planning and lifelong learning. In the view of these authors vocational education is both a body of knowledge and an educational process. Problem solving and analytical skills can and are learned in courses related to occupational training.

Staff photo

Data processing has been a very popular offering in the high schools.

The Unfinished Agenda suggests that there is a potpourri of concerns and challenges to be addressed in vocational education. These include:

1. imprecise and sometimes inaccurate perceptions of vocational education,
2. adequate access to secondary vocational education,
3. equity for all participants,
4. quality and relevance of the curricula,

5. relevance of teacher education and appropriate recruitment,
6. standards and accountability,
7. articulation,
8. leadership,
9. involvement of business, labor, and community groups, and
10. field-based learning which incorporates cooperative education.

The results of the State of Hawaii's *Annual Accountabilty Report* tend to support the view of the authors of *The Unfinished Agenda*. Fifty major employers in the State were asked how they believed "excellence" in education should be defined or interpreted. Over three-fourths indicated that vocational education should not be left behind or precluded in the national search for excellence in education as a whole (refer to Table VIII).

TABLE VIII **Perceptions of How Excellence in Education Should be Defined**

Options	N	%
Only in terms of the liberal arts and the "basics"	8	16
In all curricula: liberal arts, the "basics" and vocational education	39	78
No opinion	3	6
Total	50	100

Another major issue involves delivery systems. This issue is really multi-faceted. Where should the emphasis be placed on vocational education instruction? Should secondary schools, postsecondary schools, or community-based organizations be the primary delivery system? If two or more are to be involved, where should the bulk of the resources go? An analysis of PL 98-524 and its predecessor 94-482 suggests that, nationally, the secondary schools are given precedence. However, Act 71, Session Laws of Hawaii, 1968 (Chapter 305A, Hawaii Revised Statues), shifted the emphasis, somewhat, to postsecondary institutions. It should be noted that many states have found community-based organizations to be more effective delivery systems than traditional institutions of learning. In Hawaii, we are still searching for the right formula, the right balance.

All existing delivery mechanisms are also experiencing reappraisal. If the requirements for "basic skills" subjects become so demanding, should students at the secondary level be provided with the opportunity to participate in vocational education offerings after the normal school day? Should community colleges with esoteric programs like aviation technology operate on a two or three shift basis? Should some colleges operate some programs on a 24-hour basis? Should colleges provide day-care service in some instances for single heads of households and married students where one or both of the parents are employed? From where could the resources for such services come?

There is also the question of selective excellence. Some programs such as radiology require expensive equipment and uniquely trained personnel. Even less esoteric programs benefit from having state-of-the-art equipment and unusually qualified teach-

Staff photo

A cadre of trained persons in electronics is necessary for high technology.

ers. However, resources are scarce and there is never enough to provide every institution with the ideal teaching laboratory and the most proficient teachers. Would it be worthwhile to designate certain schools in an attendance district and particular colleges in the State as the primary institutions to provide skilled occupational training in selected fields? Would it be worthwhile to designate one high school in every administrative district as a vocational center and concentrate technical education in that facility?

These and other questions will have to be addressed in the second half of this decade.

Future Directions

As has been mentioned before, vocational education is largely influenced by federal legislation. Federal monies, understandably, must be spent in an effort to achieve national objectives. However, not everyone is aware that some state funds, used to meet the matching requirements, must also be addressed to national priorities. The most recent federal legislation has two major themes: "services to special populations" and "program improvement." No money is to be used for maintenance of effort even though earlier requirements for such things as guidance and counseling have not been relaxed. While the ceiling for total funding has been raised, no funds to reach this ceiling have been provided. In FY-86 we will be operating with essentially the federal funding levels of FY-85. Adjusting for inflation, we will be asked to do more with what is essentially less.

Vocational educators have been asked to play a larger role in eradicating unemployment, producing economic growth, and enhancing the nation's competitive position in high technology and other areas. While developing and revitalizing curricula to achieve these worthy goals, the profession is being asked to simultaneously meet the special needs of the handicapped, disadvantaged, limited English speakers, incarcerated, and those who suffer from discrimination of one form or another.

To do this will require a good deal of imagination, creativity, and even more effective management.

APPENDIX
Program Availability

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Analysis of Availability of Vocational Education
Honolulu County Vocational Education Program

INSTITUTIONAL LEVEL	PROGRAMS																	
SECONDARY	Agricultural Occupations		Business/ Distributive Occupations		Personal Public Service Occupations			Health Occupations			Food Service Occupations	Electrical/Electronics Occupations		Construction Civil Tech. Occupations	Mechanical Occupations		Technical Graphic Occupations	
Pre-Industrial Preparation	Agri Bus.	Orn Hort.	Office	Dist.	House Keeping	Child Care	Human Service	M/D Asst.	Nurses Aide	Tech. Aide	Food Service	Electrical	Electronics	Building Const. Tech.	Power Auto	Metal Tech.	Graphic Art	Draft.
Honolulu District																		
Farrington						•					•			•	•	•	•	
Kaimuki														•				
Kalani												•			•			
McKinley											•							
Roosevelt															•			
Kaiser																	•	
Central District																		
Aiea			•															
Leilehua																	•	
Mililani														•				
Moanalua														•				
Radford			•															
Waialua	•	•									•				•			
Leeward District																		
Campbell														•				
Nanakuli			•	•											•		•	
Waipahu																•		
Waianae			•	•							•				•	•		
Pearl City															•			
Windward District																		
Castle														•				
Kahuku	•														•			
Kailua															•			
Kalaheo															•			

Honolulu County Vocational Education Program

INSTITUTIONAL LEVEL	PROGRAMS																	
SECONDARY	Agricultural Occupations		Business/ Distributive Occupations		Personal Public Service Occupations			Health Occupations			Food Service Occupations	Electrical/Electronics Occupations		Construction Civil Tech. Occupations	Mechanical Occupations		Technical Graphic Occupations	
Introduction to Vocations	Agri. Bus.	Orn. Hort.	Office	Dist.	House Keeping	Child Care	Human Service	M/D Asst.	Nurses Aide	Tech. Aide	Food Service	Electrical	Electronics	Building Const. Tech.	Power Auto	Metal Tech.	Graphic Art	Draft.
Honolulu District																		
Farrington			•	•							•		•	•	•		•	•
Kaimuki			•	•		•					•		•	•	•	•	•	•
Kalani			•	•		•							•	•	•			
McKinley		•	•	•		•					•		•		•		•	
Roosevelt			•	•									•	•	•			•
Kaiser			•	•										•	•		•	•
Central District																		
Aiea			•	•									•					
Leilehua	•	•	•	•										•			•	
Mililani			•	•														
Moanalua			•	•														
Radford		•	•	•								•		•	•			•
Waialua	•	•	•	•							•			•	•			•
Leeward District																		
Campbell			•	•		•					•		•	•	•		•	•
Nanakuli		•	•	•							•		•		•	•	•	
Waipahu	•	•	•	•							•		•		•			•
Waianae		•	•	•							•		•	•	•			
Pearl City			•	•							•		•	•	•	•	•	
Windward District																		
Castle	•	•	•	•		•							•		•	•		
Kahuku	•	•	•	•										•	•			
Kailua		•	•	•							•		•	•	•	•	•	
Kalaheo			•	•									•	•	•			

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Honolulu County Vocational Education Program

INSTITUTIONAL LEVEL: SECONDARY	PROGRAMS														
	Agricultural Occupations	Business/ Distributive Occupations		Personal Public Service Occupations				Health Occupations		Food Service Occupations	Electrical/Electronics Occupations	Construction Civil Tech. Occupations	Mechanical Occupations	Technical Graphic Occupations
Occupational Skills	Ground Maintenance	Gen. Office	Gen. Dist.	Child Care	Home Service	Clothes Maint.	H/M House	Nurse Aide	Technician	Supervised Food Service	Shop Maintenance	Construction Tender	General Mechanic	Shop Building Maintenance
Honolulu District														
Farrington	•	•	•	•		•	•			•		•	•	
Kaimuki	•	•	•	•		•	•	•		•		•	•	
Kalani	•	•	•	•		•	•			•		•	•	
McKinley	•	•	•	•		•	•			•		•	•	
Roosevelt	•	•	•							•		•	•	
Kaiser	•	•	•	•		•	•			•		•	•	
Central District														
Aiea	•	•	•	•	•		•			•		•	•	
Leilehua	•	•	•	•			•			•		•	•	
Mililani	•	•	•									•	•	
Moanalua	•	•	•									•	•	
Radford	•	•	•							•		•	•	
Waialua	•	•	•	•		•	•			•		•	•	
Leeward District														
Campbell	•	•	•	•	•	•	•			•		•	•	
Nanakuli	•	•	•	•	•	•	•			•		•	•	
Waipahu	•	•	•	•	•	•	•			•		•	•	
Waianae	•	•	•	•	•		•			•		•	•	
Pearl City	•	•	•	•	•	•	•			•		•	•	
Windward District														
Castle	•	•	•	•		•	•	•		•		•	•	
Kahuku	•	•	•	•		•	•			•		•	•	
Kailua	•	•	•	•		•	•			•		•	•	
Kalaheo	•	•	•	•		•	•			•		•	•	

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Honolulu County Vocational Education Program

INSTITUTIONAL LEVEL	PROGRAMS								
	Agricultural Occupations	Business/ Distributive Occupations	Personal Public Service Occupations	Health Occupations	Food Service Occupations	Electrical/ Electronics Occupations	Construction Civil Tech. Occupations	Mechanical Occupations	Technical Graphic Occupations
POST-SECONDARY									
Total Curricula: 83*		Accounting (K,L,W)	Child Dev. Asso. (H)	Dental Assist. (K)	Cold Food Pantry (K)	Biomedical (H)	Carpentry (H)	Applied Tds. (H)	Architec. Dft. (H,L)
H = Honolulu Comm. College: 34		Banking (L)	Comm. Service (H)	Med. Assisting (K)	Comm. Baking (H)	Elec. Comm. (H)	Sheet Metal & Plastics (H)	Auto Body/ Repair & Paint (H,L)	Comm. Art (H)
K = Kapiolani Comm. College: 15		Bookkeeping (K)	Corrections (H)	Med. Lab. Tech. (K)	Culinary Arts (K)	Engineering (H)	Welding (H)	Auto Mechanics (H,L,W)	Graphic Arts (L)
L = Leeward Comm. College: 17		Clk/Steno Typist (L)	Cosmetology (H)	Nurses' Aide Trng. (K)	Dining Room (K)	Industrial Elec. (H)	Bldg. Maint. (E)	Aviation Maint. (H)	
W = Windward Comm. College: 8		Clerical/Steno (W)	Creative Arts (L)	Occ. Ther. Asst. (K)	Food Service (K,L,E)			Heavy Equipment Maint./Repair (H)	
E = Empl. Training Office: 6		Computer Op. (K)	Early Childhd Ed. (H)	Prac. Nursing (K)	Short Order Cooking (K			Inside Mach. (H)	
		Computer Sci. (L)	Ed. Assist. (H)	Radiologic Tech. (K)	Store Room Operator (K)			Machine Shop (H)	
		Credit Union (L)	Elderly Serv. (H)	Respir. Therapy (K)				Marine Mach. (H)	
		Data Entry Clrk (K)	Fash. Tech. (H)	Emer. Med. Ser. (E)				Marine Pipefitter (H)	
		Data Processing (K)	Fire Science (H)					Ref. & Air Cond. (H)	
		Data Pr. Op. (K)	Games & Sports (L)						
		Finance (W)	Industrial Ed. (H)						
		Clerical Occ. (E)	Legal Assist. (K)						
		Gen. Clerical (H,K)	Occ. Safety & Hlth. (H)						
		Hotel Oper. (K)	Outdoor Rec. (L)						
		Interpreting for Deaf People (H)	Police Science (H)						
		Legal Sec. (K)	Social Just. (W)						
		Medical Sec. (K)							
		Merch. Mid. Mgt. (K)							
		Qual. Contr. Clrk (K)							
		Retailing (L)							
		Sales & Cash. (K)							
		Sales & Mktg. (K)							
		Secretary (K)							
		Sec. Science (L,W)							
		Stenography (H,K,W)							
		Superv. Mgt. (L)							

*Includes programs and program options.

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Hawaii County Vocational Education Program

INSTITUTIONAL LEVEL	PROGRAMS																	
SECONDARY: Pre-Industrial Preparation	Agricultural Occupations		Business/ Distributive Occupations		Personal Public Service Occupations			Health Occupations			Food Service Occupations	Electrical Electronics Occupations		Construction Civil Tech. Occupations	Mechanical Occupations		Technical Graphic Occupations	
	Agri. Bus.	Orn. Hort.	Office	Dist.	House Keeping	Child Care	Human Service	M/D Asst.	Nurses Aide	Tech. Aide	Food Service	Electrical	Electronics	Building Const. Tech.	Power Auto	Metal Tech.	Graphic Art	Draft.
Hilo														•	•			
Honokaa															•			
Ka'u														•				
Kohala	•														•			
Konawaena	•	•	•	•							•			•	•	•		
Laupahoehoe															•			
Pahoa															•			
Introduction to Vocations																		
Hilo	•	•	•	•									•	•	•			
Honokaa			•	•											•			
Ka'u	•	•	•											•	•			
Kohala	•	•	•											•	•			
Konawaena	•	•	•	•							•			•	•	•		
Laupahoehoe	•		•											•	•			
Pahoa	•		•												•			
Waiakea	•	•	•	•							•		•	•	•			

Occupational Skills	Ground Maintenance	Gen. Office	Gen. Dist.	Child Care	Home Service	Clothes Maint.	H/M House	Nurse Aide	Technician	Supervised Food Service	Shop Maintenance	Construction Tender	General Mechanic	Shop Building Maintenance
Hilo	•	•	•	•			•			•		•	•	
Honokaa	•	•	•	•			•			•		•	•	
Ka'u	•	•	•				•			•		•	•	
Kohala	•	•	•	•			•			•		•	•	
Konawaena	•	•	•	•			•			•		•	•	
Laupahoehoe	•	•	•							•		•	•	
Pahoa	•	•	•	•			•			•		•	•	
Waiakea			•				•			•		•	•	

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Hawaii County Vocational Education Program

INSTITUTIONAL LEVEL	PROGRAMS								
	Agricultural Occupations	Business/ Distributive Occupations	Personal Public Service Occupations	Health Occupations	Food Service Occupations	Electrical/ Electronics Occupations	Construction Civil Tech. Occupations	Mechanical Occupations	Technical Graphic Occupations
POST-SECONDARY									
Hawaii C.C.: 25* Emplymnt Trng. Office (E): 1	Agri. Prod.	Accounting Computer Oper. Gen. Clerical Keypunch Merch. Mid. Mgt. Programmer Sec. Science	Fashion Tech. Fire Science Nursey Sch. Trng. Police Science	Nurses's Aide Nursing (A.S.) Prac. Nursing Emer. Med. Serv. (E)	Food Service	Electricty Electronics	Carpentry Welding & Sheet Mtl.	Auto Body & Rpr. Auto Mech. Diesel Mech. Mach. Tech.	Dftg. & Eng. Aide

*Includes programs and program options.

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Kauai County Vocational Education Program

INSTITUTIONAL LEVEL	PROGRAMS																			
SECONDARY	Agricultural Occupations		Business/ Distributive Occupations		Personal Public Service Occupations			Health Occupations			Food Service Occupations	Electrical Electronics Occupations		Construction Civil Tech. Occupations	Mechanical Occupations		Technical Graphic Occupations	
Pre-Industrial Preparation	Agri. Bus.	Orn. Hort.	Office	Dist.	House Keeping	Child Care	Human Service	M/D Asst.	Nurses Aide	Tech. Aide	Food Service	Electrical	Electronics	Building Const. Tech.	Power Auto	Metal Tech.	Graphic Art	Draft.
Kapaa															•			
Kauai			•															
Waimea															•			
Introduction to Vocations																		
Kapaa	•	•	•								•		•	•	•			
Kauai	•	•	•	•										•	•			
Waimea	•	•	•	•										•	•	•		
Occupational Skills	Ground Maintenance		Gen. Office	Gen. Dist.	Child Care	Home Service	Clothes Maint.	H.M. House	Nurse Aide	Technician	Supervised Food Service	Shop Maintenance		Construction Tender	General Mechanic		Shop Building Maintenance	
Kapaa	•		•	•	•			•			•			•	•			
Kauai	•		•	•	•			•			•			•	•			
Waimea	•		•	•	•			•			•			•	•			
POST-SECONDARY																		
Kauai Comm. College: 11* Employment Trng. Office: 1 (E)			Accounting Clerical Mgmt. Sec. Science		Early Child Ed.				Nursing (A.S.) Practical Nursing Emerg. Med. Serv. (E)		Culinary Arts	Elec. Install. & Maintenance Technology		Carpentry Welding	Auto Body Rep. & Paint Auto. Mech.			

*Includes programs and program options.

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Maui County Vocational Education Program

INSTITUTIONAL LEVEL	PROGRAMS																	
SECONDARY:	Agricultural Occupations		Business/ Distributive Occupations*		Personal Public Service Occupations			Health Occupations			Food Service Occupations	Electrical Electronics Occupations		Construction Civil Tech. Occupations	Mechanical Occupations		Technical Graphic Occupations	
Pre-Industrial Preparation	Agri. Bus.	Orn. Hort.	Office	Dist.	House Keeping	Child Care	Human Service	M/D Asst.	Nurses Aide	Tech. Aide	Food Service	Electrical	Electronics	Building Const. Tech.	Power Auto	Metal Tech.	Graphic Art	Draft.
Baldwin														•	•			
Hana																		
Lahainaluna	•	•												•	•			
Lanai																		
Maui															•			
Molokai														•				
Introduction to Vocations																		
Baldwin	•	•	•	•											•			
Hana	•		•								•			•				
Lahainaluna	•	•	•	•							•			•	•			
Lanai			•											•	•			
Maui		•	•	•											•			
Molokai	•	•	•											•				
Occupational Skills	Ground Maintenance		Gen. Office	Gen. Dist.	Child Care	Home Service	Clothes Maint.	H/M House	Nurse Aide	Technician	Supervised Food Service	Shop Maintenance		Construction Tender	General Mechanic		Shop Building Maintenance	
Baldwin	•		•	•	•			•			•			•	•			
Hana																		
Lahainaluna	•		•	•	•			•			•			•	•			
Lanai																		
Maui	•		•	•	•			•			•			•	•			
Molokai	•		•	•	•			•			•			•	•			
POST-SECONDARY																		
Maui Comm. College: 24 Employment Trng. Office: 3 (E)	Nursery & Flor. Mgt. Hort. & Land Maintenance Nursery Mgt. Veget. Mgt.		Accounting Dist. Ed. Gen. Off. Trng. Hotel Op. Sec. Science Clerical (E)		Fashion Tech. Educational Assist. Health Aide Police Science Social Services Aide			Nursing (A.S.) Practical Nursing Emerg. Med. Ser. (E)			Food Serv. Food Serv. (E)			Build. Maint. Carpentry Welding	Auto Body Rep. & Paint Auto. Mech.		Drafting	

*Includes programs and program options.

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ERIC Clearinghouse for Junior Colleges